



Australian Government

BSBFLM313A Apply language, literacy and numeracy to support others in the workplace

Release: 1

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Modification History

Release	Comments
Release 1	This unit of competency first released with <i>BSB07 Business Services Training Package v9.0</i> .

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to demonstrate an understanding of language, literacy and numeracy (LLN) demands in the workplace and to provide support to other workers who need to develop LLN skills specific to their job role.

Competency in this unit does not indicate that a person is a qualified adult LLN specialist, and does not provide them with the skills or knowledge to provide diagnostic LLN solutions or specialist LLN advice, training or assessment.

Note: The term cultural diversity is used in this unit of competency in the context of ‘*the principles of equal employment opportunity to include inherent differences such as gender, age, ethnicity, race, cultural/linguistic background, sexual orientation and/or gender identity, intellectual and/or physical ability.*

Diversity also refers to other ways in which people are different, such as life experience, socio-economic or educational background, personality, marital status, religious beliefs and family responsibilities.’

Application of the Unit

The unit applies to those in a workplace who have limited responsibilities over work colleagues and who provide assistance to those who may have LLN challenges, such as trainees and apprentices, culturally diverse workers, migrants, refugees and/or Aboriginal groups. This could include mentors, coordinators, managers or supervisors.

This unit may be applied in any context where awareness of LLN requirements is needed.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

• Demonstrate an understanding of language, literacy and numeracy	• Identify the broad features of '<i>language</i>', '<i>literacy</i>' and '<i>numeracy</i>' and the differences between them • Identify <i>simple approaches for developing and practising LLN skills</i>
• Identify the language, literacy and numeracy demands of the workplace	• Identify the LLN requirements of simple everyday workplace tasks, documents and procedures that are explicit and non-explicit • Identify <i>personal and cultural differences</i> that can contribute to LLN challenges in the workplace • Identify benefits of LLN skill development in the workplace
• Apply a range of skills that support workplace LLN	• Encourage and support others to assess their own LLN competencies and ask for help with their learning and development needs • Identify <i>behaviours that may indicate language, literacy and/or numeracy issues</i> and discuss with <i>appropriate personnel</i> if necessary • Identify formal and informal community and workplace <i>LLN specialist support</i> that could be used to assist colleague with LLN skill development • Seek advice from appropriate personnel on strategies to support workers with LLN skill development needs • Use simple approaches for developing and practising LLN skills to assist workers with LLN skill development needs, in line with LLN specialist advice

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- learning skills to identify the broad LLN skills that underpin workplace tasks
- reading skills to read routine workplace documents
- oral communication skills to:
 - participate in workplace teams
 - communicate with a diverse range of other workers, including those with LLN skill development needs
- planning and organising skills to apply strategies to support workplace LLN
- self-management skills to apply strategies to support workplace LLN
- problem-solving skills to use common strategies to assist workers that may need LLN support

Required knowledge

- broad features of LLN, including the five core skills and key principles of the Australian Core Skills Framework (ACSF)
- LLN demands of everyday workplace tasks, documents and procedures
- benefits of LLN skill development in the workplace
- sources of internal and external LLN specialist support and how to access them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • demonstrate understanding of the LLN skill demands of the workplace • identify behaviours that may indicate LLN difficulties in the workplace and discuss them with relevant personnel • use simple approaches to help at least two individuals develop and practise their LLN skills in the workplace or a simulated work environment.
Context of and specific resources for assessment	Assessment must ensure that competency is demonstrated in the context of a relevant workplace or a closely simulated work environment. Additional support may be needed for the Indigenous community and others from a non-English speaking background.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • observing processes and procedures in the workplace or role plays • verbal or written questioning on underpinning skills and knowledge • accessing and validating third-party reports.
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Language includes:	- the way we communicate, including the modes and skills involved in speaking, listening, reading and writing, words, phrases and sentences, grammatical structures, including the use of idioms, slang or jargon - can include forms other than the verbal or spoken word, including: - non-verbal language - the tactile language of Braille for the blind community - the visual language of AUSLAN for the deaf community - can be made up of a mix of languages that make up a discrete language, such as Kriol and/or Aboriginal English.
Literacy includes:	- reading skills to understand written information, such as signs, work instructions, policies, procedures, legislation, specifications, checklists and reports - writing skills to complete or produce written texts, such as emails, checklists, work record sheets, safety or risk assessment, reports and SMS - oral communication skills to interact with others in ways such as greeting customers, providing instructions, clarifying information, working with team members, using the telephone, requesting information, contributing at meetings, and negotiating - skills to use digital technology for sending emails, storing and retrieving information from databases, developing documents and delivering information.
Numeracy includes skills to carry out mathematical activities for work, in order to:	- add, subtract, multiply and divide - locate information in tables, use numbers, read various scales and gauges, use calculations (such as determine weight of load, quantity) - measure, plan time, read and interpret tables and diagrams - problem solve - read and interpret maps - record and interpret data, such as forms and checklists.
Simple approaches for developing and practising LLN skills	- developing and using oral communication scripts - developing and using model written texts and simplified workplace forms

include:	• developing and using workplace vocabulary lists or personal word lists • providing opportunities for oral communication practise using role plays • using active questioning to confirm understanding of written or verbal instructions • using measuring tools customised for the workplace or for specific tasks.
Personal and cultural differences may include:	• a disability • cultural differences towards formal education • experiences causing trauma • non-English speaking background or English as a second language background • religious beliefs.
Behaviours indicating language, literacy and/or numeracy issues may include:	• absenteeism • avoiding tasks • displaying frustration or aggression • making mistakes • not completing work • requesting others to complete work • taking a long time to complete tasks • taking tasks home to complete.
Appropriate personnel may include:	• a supervisor or manager • an LLN specialist • human resources • the worker.
LLN specialist support will depend on the needs of the individual and resources available in the workplace and/or local community, and may include:	• registered training organisations (RTOs) • an LLN specialist or teacher with relevant qualifications in a related area • Department of Immigration and Citizenship (DIAC) • government and community support services • national government funded programs, such as the Literacy and Numeracy Program (LLNP), the Adult Migrant English Program or Workplace English Language and Literacy (WELL) program support • specialist in-house support services • the Reading Writing Hotline • the Translating and Interpreting Service (TIS) • volunteer or paid tutoring.

Unit Sector(s)

Management and Leadership - Frontline Management